DOCUMENT RESUME

ED 093 799 95 SP 008 025

AUTHOR Renker, Marcia M.; Bush, Stephen J.
TITLE Advice into Action: Guidelines for Developing a Pupil-Assessment System.
INSTITUTION Eastern Regional Inst. for Education, Syracuse, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
NOTE 46p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Administrator Guides; *Educational Assessment; Educational Objectives; *Evaluation Techniques; *Student Evaluation

ABSTRACT

The purpose of this guide is three-fold: a) to provide administrators and teachers with an awareness of the need for a pupil assessment system geared to the curricula of the school, b) to provide direction and resource information to school personnel in developing a pupil assessment system, and c) to provide a schema which will actively involve all integral school personnel in the development and implementation of the assessment system. The first section of the guide outlines the activities of the administrator prior to the involvement of his faculty in the development of the assessment system. The second section discusses procedures to be followed by school personnel in the development of the assessment system. The third section of the guide presents a model for scheduling the development and continual updating of the system. Three appendixes are included: a) Resources: Educational Objectives; b) Index to Elementary School Evaluation Instruments; and c) Resources: Evaluation Instruments. (HMD)

ADVICE INTO ACTION:

GUIDELINES FOR DEVELOPING A PUPIL-ASSESSMENT SYSTEM

by

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Published by the Eastern Regional Institute for Education, a private non-profit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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INTRODUCTION

Purpose of the Guide

This guide is intended as a practical aid to school administrators and teachers in developing an assessment system to measure pupil attainment of instructional objectives, whether cognitive, affective, or behavioral. The major tenet underlying its use is that development and effective implementation of such a system is contingent upon a unified effort which involves the full participation of all integral members of a school staff. Too often installations of traditional as well as innovative programs have failed because decisions and plans were made on a strictly horizontal level, usually administrative, with little or no input from those who are most directly involved in its daily operation. Since assessment of pupil progress is an activity which, in addition to actual instruction, calls for the full involvement of the entire teaching staff, it is essential that the teachers, as well as administrators, are allowed, and strongly encouraged, to contribute to the development of a pupil-assessment system.

General in scope, the concepts presented in this guide should prove useful not only to those involved in installing innovative curricula, but also to those interested in initiating or expanding assessment procedures for curricula currently

in use, whether "process-oriented" or "traditional" in nature. More specifically, the purpose of this guide is three-fold:

(1) to provide administrators and teachers with an awareness of the need for a pupil-assessment system geared to the curricula being used or planned for installation in their school;

(2) to provide direction and resource information to school personnel in developing a pupil-assessment system;

(3) to provide a feasible schema which will actively involve all integral school personnel in the development and implementation of the assessment system.

Rationale for a Pupil-Assessment System

Accountability of people, time, resources, and materials creates an increasing need for assessing pupil achievement and, thus, program effectiveness. Spurred by the concerns of school board members and the public, among others, school administrators are constantly searching for ways to indicate the effectiveness and efficiency of their programs. This becomes especially important when an innovative curriculum has

been installed completely or an older one has been significantly modified to adapt to the unique needs and concerns of the changing school system. In the latter case, determination of program effectiveness is compounded by modifications which may or may not be appropriate.

A second rationale for the development and implementation of a pupil-assessment system stems from the need to provide and maintain support services, both external and internal, essential to the operation of the program. External support services are comprised of school consultants and curriculum publishers and developers involved in introducing, maintaining, and expanding curricula. To promote their continued interest and assistance, and to facilitate their revision and modification of basic curriculum elements where needed, they must be provided with accurate, thorough information on pupil progress. The same information is also necessary to those providing internal support services, such as central office personnel and curriculum supervisors within the school system, who must make critical decisions about the continued operation of the program.

The third and, perhaps, most crucial need for thorough assessment of pupil achievement exists within the classroom. In her year-to-year implementation of curricula, a teacher

must assess student progress for a variety of reasons, for example, to facilitate proper student placement at the subsequent grade level; to report progress accurately to parents and to the students themselves; and to evaluate the effectiveness of her own teaching techniques. Lack of the necessary information for performing these activities will often lead to the failure of a curriculum installation in effecting desired results.

To compile the data necessary for accountability, maintenance of support services, and the year-to-year implementation of curricula, school personnel must identify, select, and evaluate the most relevant concerns of decision-making audiences. Since the purpose of most curriculum installations is to bring about certain cognitive, affective, and/or behavioral changes in pupils, it is obvious that the primary source of data must be the assessment of these results and that a comprehensive pupil-assessment system should be established as an integral element of curriculum installation procedures.

Format of this Guide

The following section presents activities for the school administrator to schedule prior to the actual involvement of his faculty in the development of a pupil-assessment system. The first group of activities described are intended to provide the administrator with a means of assessing his faculty

with regard to their expertise and skills in recognizing, understanding, writing, and evaluating pupil-instruction objectives. Instruments appropriate for this purpose, and resource materials suggested for use in areas where his staff is found to be deficient, are cited. Other activities on compiling essential materials and developing an evaluation plan are also discussed.

"Guidelines for Administrator-Teacher Interaction" continues with a discussion of procedures which should be followed in developing the assessment system. An extensive list of resource information available to the administrator and teachers can be found in the appendices of the guide.

The final section presents a model for scheduling (a) preworkshop staff-assessment activities; (b) a summer workshop designed to involve teachers in the initial phases of developing a pupil-assessment system; (c) activities which continue during the school year until an adequate assessment system has developed for that year; and (d) continuing activities which will provide for a systematic, yearly up-dating of the system to meet changing needs.

PRELIMINARY ACTIVITIES

Development of a pupil-assessment system must begin with the statement of a clearly defined set of goals which the students are expected to attain through exposure to a particular curriculum. As aptly stated by Mager (1962):[1]

> ...To be useful, they /tests/ must measure performance in terms of the goals. Unless the programmer /instructor/ himself has a clear picture of his instructional intent, he will be unable to select test items that clearly reflect the student's ability to perform the desired skills, or that will reflect how well the student can demonstrate his acquisition of desired information.[1]

Since an increasing number of the innovative curricula presently on the market or in the process of development for use by practitioners have, as part of the curricular materials, a specification of desired pupil outcomes, the basis for assessment systems involving these curricula is readily available. A good example of a curriculum of this type is Science--A Process Approach, which was installed by ERIE in more than fifty New York and Pennsylvania pilot and demonstration schools. This curriculum, developed for children in kindergarten and grades one through six by the Commission on

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[1] Mager, Robert F. Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, Inc., 1962), p. 4.

Science Education of the American Association for the Advancement of Science (AAAS), has, as a distinctive feature, a set of clearly stated objectives for each exercise. These are phrased in terms of observable pupil behaviors expected as results of the exercises.

In addition to a statement of pupil objectives, many of these same curricula may also include a specification of suggested assessment procedures for measuring pupil achievement. For example, a second characteristic of the Science--A Process Approach curriculum is the inclusion of methods, in the form of "competency measures," for evaluating pupils' achievement and progress in the instructional program. As described in a paper prepared for the AAAS Commission by Robert M. Gagne in 1967, "Each exercise contains a test of pupil achievement reflecting the objectives of the exercise and providing means of assessing its outcomes. In addition, separate measures have been developed for use in determining pupil attainment in process skills prior to instruction."[2]

Depending upon the unique needs, goals, and resources of your school system, however, you may find it necessary to modify or augment pre-stated curricular goals to conform to the concerns of decision-making audiences involved in your

[2]Gagne, Robert M., et al., Science--A Process Approach, Miscellaneous Publication 67-12 (Washington, D. C.: American Association for the Advancement of Science, 67), pp. 2-3.

own situation. Similarly, you may find that the assessment procedures given are not feasible for use in your school for various reasons. On the other hand, neither pupil objectives nor assessment measures may have been provided by the curriculum developer which means that, in order to design a pupil-assessment system, you and your teachers must formulate the objectives and either obtain or design appropriate assessment devices.

Before involving your teachers in these activities, it is recommended that you first determine whether your staff possesses sufficient knowledge and skills in recognizing, understanding, writing, and evaluating pupil-instruction objectives. Results of this assessment will be instrumental in planning the scope of activities to be scheduled for the summer workshop. For example, if the teachers lack the skills mentioned, sufficient time must be planned both prior to and during the workshop to provide them with resource materials and opportunities for developing the necessary skills. A model for scheduling these activities is presented in the final section of this guide. Two excellent resources for use in assessing teacher competencies and providing instruction in skill areas are:

> Leles, Sam and Bernabei, Raymond, Writing and Using Behavioral Objectives: A Learning Packet for Teachers, Students, and Administrators (Distribution by University Supply Store, University, Alabama: Lern Associates, 1969).

This learning packet is designed to aid school personnel "to think about educational objectives and to grapple with ways in which objectives can be utilized for the meaningful selection of content, methods, materials, and evaluation procedures." It includes a discussion of scholarly work pertaining to objectives, a pre-test post-test to measure subjects' competencies in recognizing and evaluating objectives, and a series of exercises to provide practice in identifying, writing, and using behavioral objectives.

Mager, Robert F., Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962).

Written in a self-instruction format, this book describes how to select and evaluate instructional objectives and select performance (test) items suitable for measuring the objectives. A forty-four item self-test to determine whether users are able to identify objectives properly after working through the book is included.

Additional resources for improving competencies with regard to objectives are presented in Appendix A.

In addition to assessment of teacher competencies with regard to educational objectives, several other activities should be initiated prior to the summer workshop discussed in Section II:

(a) obtain from the publisher or developer of the curriculum all available materials and literature on pupil outcome objectives and the recommended instruments, if any, for assessing attainment of these objectives;

(b) if no assessment instruments are provided by the curriculum publisher or developer, compile a list of available instruments which may be reviewed by you and your teachers for use with the curriculum (see Appendix B for an extensive index of instruments appropriate for assessment in elementary schools. Included in the index are the names and addresses of test distributors;*

*Appendix C presents additional resources for obtaining information on test instruments.

(c) obtain any specimen sets and technical data available for the tests listed in (b) above; and

(d) prepare an evaluation plan which reflects the needs and concerns of all integral audiences associated with use of the curriculum and its effects (i.e., What information do decision-making audiences need? What types of outcomes must be assessed?).

Having activities (a)-(d) well under way prior to the summer workshop is essential to avoid unnecessary delays during the workshop.

GUIDELINES FOR ADMINISTRATOR-TEACHER INTERACTION

These guidelines are intended for use over three time segments of activities: a summer inservice workshop, fall inservice sessions, and activities which continue throughout each school year. The duration and scheduling of each time segment, as will be discussed more specifically in the following section, will be determined by conditions existing within your school, the competence level of your teachers with regard to educational objectives, the availability of delineated pupil outcome objectives and measurement devices from the curriculum developer or publisher, and the availability of descriptive literature on the listing of standardized tests compiled prior to the initial session with your teachers.

Summer Inservice Workshop

Phase One: Depending on the identified needs of your teachers with regard to their competency in recognizing, understanding, writing, and evaluating educational objectives, an initial purpose of the summer workshop is to provide them with training, if necessary, in these areas via the resources listed in Appendix A. As indicated in the model for scheduling teacher activities (p.15), this training could be accomplished through a series of sessions conducted by a knowledgeable person within your school system or by a consultant from a local

university or educational agency. If, on the other hand, the preliminary assessment of teacher competencies indicates that your teachers possess the necessary skills, a brief review of the writing and evaluating of pupil outcome objectives would be sufficient to prepare them for accomplishing one of the major goals of the summer session: development of a listing of pupil-outcome objectives relative to the curriculum being used or planned for installation. As previously stated, a listing of objectives may or may not be available from the curriculum publishers. In the former case, your teachers must be able to review the objectives and evaluate them in light of their own classroom needs and philosophies. If objectives are not available, they must be able to formulate appropriate pupil outcomes through examination of curriculum materials.

Phase Two: A second purpose of the workshop is to provide the teachers with experience in recognizing the objectives measured by standardized test items, for development of a valid pupil-assessment system is contingent upon the accurate matching of objectives with test items. The taxonomies of educational objectives cited in Appendix A are excellent resources to use for training sessions in this area.

Since the task of objective-item matching is a difficult one, it is recommended that a consultant in the field of measurement or evaluation be recruited to conduct this facet of the workshop in order that your teachers may achieve the second major goal: competency in accurately matching pupil-outcome objectives with appropriate test items.

Phase Three: The third purpose is to involve your teachers in the review of available instruments obtained prior to the workshop. Divided into curriculum-area groups, the teachers should be instructed to review tests appropriate to the particular content areas and determine which instruments appear to measure the objectives listed by them. If a great deal of time has been spent in phases one and two, this process of matching items may well be postponed until the first fall inservice session. Ideally, however, some time should be allocated near the conclusion of the summer workshop for this activity to provide the teachers with an immediate opportunity to apply the skills they have acquired.

Fall Inservice Sessions and Continuing Activities

The major purpose of the fall sessions is to provide your teachers with an opportunity to continue the process of test identification, review, and objective-item matching

begun during the summer workshop. Concurrently, more pupil-outcome objectives may be identified and added to the listing developed during phase one of the workshop. When all available instruments have been reviewed and evaluated in terms of their appropriateness for measuring the specified goals, select, in conjunction with your teachers, the instruments which will be used to fulfill the requirements of your evaluation plan. If all requirements cannot be met because of a lack of instrumentation, the search for and identification of suitable instruments should continue throughout the school year and longer, if necessary, until the questions of all decision-making audiences can be answered.

Each year, the evaluation plan should be modified in keeping with the changing needs and concerns of your school and its pertinent decision-making audiences. Thus, provision should also be made to continue the process of instrument selection and modification of the pupil-assessment system on a yearly basis as well, since use of an outdated system achieves nothing and will often be more damaging than beneficial.

MODEL FOR SCHEDULING ACTIVITIES

This model does not delineate the hour-to-hour activities and procedures involved in teacher inservice education since many of the essential elements are discussed in another ERIE document "How To Conduct A Workshop" (Wallace and Ritz, 1970). Rather, it provides a schema which should aid the administrator in scheduling the general types of activities prescribed for the development of a pupil assessment system. The model is generic in that it is limited by neither curriculum nor grade levels. Where a need for development of a pupil assessment system exists across all curricula and all grade levels of a school system, the model is designed to be sufficiently generalizable to accommodate the training of all teachers involved.

As previously mentioned, the model has been divided into three time segments: preliminary activities, the summer workshop, and fall inservice sessions and continuing activities. Ideally, the activities should be initiated early in the spring and continued, full cycle, to the spring of the following year, at which time the actual, end-of-year pupil assessments are conducted. Although it is feasible that the activities could be scheduled entirely as inservice sessions during the

school year or as one lengthy workshop during the summer, it is recommended that the spring-to-spring scheduling, as illustrated in the model, be used since it allows for greater flexibility in planning the various activities and work sessions.

Spring (Preliminary Activities: Administrator)

1. Prepare an evaluation plan which reflects the needs and concerns of all audiences associated with its use.

   Assistance in planning may be obtained from the educational laboratories and research and development centers listed on pages 41 to 43 of this guide, local Title III and BOCES centers, and State Department of Education research divisions.

2. Assess your teachers' competence in recognizing, understanding, writing, and evaluating pupil-instruction objectives.

   Use a test such as the pretest given in Leles and Bernabee's Writing and Using Behavioral Objectives (See pages 8-9 of this guide).

3.1. If your teachers are found to lack sufficient knowledge and skills in these areas, refer them to an appropriate book to review prior to the summer workshop.

   An excellent reference for this purpose is Mager's Preparing Instructional Objectives (See page 9 of this guide).

3.2. Begin making arrangements for the presentation of sessions focusing on these areas during the summer workshop.

Recruit a knowledgeable person within your school system or a consultant from a local university or educational agency to conduct the workshop sessions.

3.3. Make arrangements for the presentation of additional sessions which will focus upon the procedures to follow in matching test items with instructional objectives.

An instructor of college-level courses in measurement and evaluation would be a good candidate for conducting these sessions.

4. Obtain from the publisher or developer of the curriculum(a) all available materials and literature on pupil outcome objectives and the recommended instruments, if any, for assessing attainment of these objectives.

4.1. If objectives are <u>not</u> available, schedule time during the workshop for your teachers to develop a listing of objectives geared to the curriculum(a) to be used.

4.2. If objectives <u>are</u> available, schedule time during the workshop for your teachers to review and modify them as necessary.

4.3. If instruments are not provided for the assessment of objectives, compile a listing of instruments available from other sources which may be reviewed by you and your teachers during the workshop and fall inservice sessions. Send away for specimen sets of these tests.

See Appendices B and C of this guide for a listing of instruments and resources.

5. Meet informally with your teachers and explain the purpose of the summer workshop and fall inservice sessions.

6. Obtain firm commitments from your teachers and from the workshop instructors as to their participation.

7. Produce and distribute a tentative schedule to all involved.

Summer (Workshop: Teacher Involvement)

1. Re-assess your teachers' competence in recognizing, understanding, writing, and evaluating pupil-instruction objectives using the same test administered to them in the spring.

Compare the scores obtained in each testing and discuss the low competence areas with the workshop instructor. The work sessions in #2 below should be geared to these areas.

2. (Instructor) Present a series of sessions designed to develop teachers' skills with regard to instructional objectives.

   A learning packet such as Leles and Bernabee's (See page 9 of this guide) would provide a good base for these sessions.

3. At the completion of these sessions, administer a post-test to assess your teachers' progress.

   Use Leles and Bernabee's post-test if their pre-test was used previously.

4. Separate the teachers into curricular and/or grade level groups.

5.1. If pupil objectives were available from the curriculum publisher or developer, direct the teachers to review those objectives pertinent to their groups, and modify or augment them as necessary.

5.2. If pupil objectives were not available, direct the teachers to develop their own listings geared to the curriculum(a) to be used.

6. (Instructor) Present a series of sessions designed to develop the teachers' skills in matching test items with instructional objectives.

The resources given in Appendix A of this guide would provide an excellent base for these sessions.

7.1. If assessment instruments <u>were</u> provided by the curriculum publisher or developer, examine these instruments with your teachers to determine whether the test items will or will not measure the listing of pupil objectives.

Additional instruments must be obtained to measure those objectives not covered by the publisher's/developer's instruments (See #7.2. below).

7.2. If assessment instruments were <u>not</u> provided by the curriculum publisher or developer, begin a review with your teachers of the test specimen sets ordered prior to the workshop.

Review of these tests and any others which may be obtained as the work sessions progress should carry over through the fall inservice sessions and the remainder of the school year. Likewise, more instructional objectives may be added to the listing of objectives as your teachers become increasingly familiarized with the curriculum(a).

Fall (Inservice Sessions and Continuing Activities)

1. In regularly scheduled meetings continue the test identification review and objective-item matching initiated during the summer workshop.

As noted in #7.2. above, the development of pupil objectives and the review of additional instruments, as they are received, should be viewed as a continuing activity.

2. When all available instruments have been reviewed (or by January of the next year) compile with your teachers a listing of all test instruments judged appropriate for measuring the pupil objectives.

Delete from further consideration at this time those objectives for which measures have not yet been found. These will provide the basis for further instrument search activities during the following summer and school year.

3. Select, with your teachers, those instruments, already reviewed, which best measure the majority of objectives listed.

3.1. Order those instruments selected.

4. Review the evaluation plan prepared during the previous spring and determine whether testing of pupils via the instruments selected (and the objectives they will assess) will fulfill the requirements of the evaluation plan relative to pupil progress.

Any requirements which cannot be met via the testing should provide the basis for further instrument search and selection during the following summer and school year.

End of First-Year Cycle

NOTE: Once implemented, the fall inservice and continuing activities should be carried through in subsequent school years to provide an assessment system geared to the curriculum(a) currently in use. It is also recommended that new teachers be given training in those areas covered in the summer workshop necessary, so that they may also participate in the development and/or up-dating of the assessment system.

APPENDIX A

Resources: Educational Objectives

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

Krathwohl, David R., et al. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Lindvall, Charles M. Defining Educational Objectives. Pittsburgh: University of Pittsburgh Press, 1964.

McAshan, H. H. Writing Behavioral Objectives: A New Approach. Florida: College of Education, University of Florida, 1971.

Simpson, Elizabeth J. The Classification of Educational Objectives, Psychomotor Domain. Abstract, Contract No. OE 5-85-104. Urbana, Illinois: University of Illinois, July 1, 1965--May 31, 1966.

APPENDIX B

Index of Elementary School Evaluation Instruments

This index presents a summary of the published standardized-test information given in CSE Elementary School Test Evaluations, a 1970 publication of the Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California. Integrated into the summary are several recently available (1970-71) instruments identified by ERIE.

ERIE's purpose in condensing the listing of test instruments reviewed, categorized, and evaluated by CSE is to provide a convenient reference list for the user of Pupil Assessment Devices and is not intended as a substitute for the more comprehensive information presented in the CSE publication. It is recommended that users interested in quantitative ratings of the instruments indexed refer to the CSE publication, available from the center at UCLA. The ratings assigned to each test reviewed by CSE are in the areas of measurement validity, examinee appropriateness, administrative usability, and normal technical excellence.

As originally presented by CSE, the test instruments are listed as appropriate for measurement of 145 goals of elementary school education developed by CSE. The major categories in which the educational goals are grouped are: affective, arts-crafts, cognitive, foreign language, language arts, mathematics, music, physical education-health-safety, reading,

religion, science, and social studies. Each of these categories are further subdivided into several, more specific goal areas.

As summarized by ERIE, only those test instruments appropriate for measuring the following goal areas are presented:

Affective

- Temperament: Personal
- Temperament: Social
- Attitudes
- Needs and Interests

Cognitive

- Reasoning
- Creativity
- Memory

Language Arts

- Language Construction
- Reference Skills

Mathematics

- Arithmetic-Concepts
- Arithmetic-Operations
- Mathematical Applications
- Geometry
- Measurement

Reading

- Oral-Aural Skills
- Word Recognition
- Reading Mechanics
- Reading Comprehension
- Reading Interpretation
- Reading Appreciation and Response

Science

Scientific Processes
Scientific Knowledge
Scientific Approach

Social Studies

History and Civics
Geography
Sociology
Application of Social Studies

Restriction is made to these goal areas because they were judged by ERIE staff to be of most interest to users of this guide, and ERIE's test review and assessment activities have been primarily geared to these areas.

As in the CSE publication, the ERIE index specifies grade level(s) of test applicability on a grade 1, 3, 5, 6 basis and indicates the appropriate test publishers by means of a code system. Availability of norms is also noted. Although inclusion of this information duplicates a portion of that given in the CSE publication, it is provided in this index as minimal information needed by users in preliminarily selecting instruments and obtaining further descriptions of them from publishers.

Tests reviewed by ERIE and integrated into the summary of instruments compiled by CSE are indicated by asterisks (*). Test publishers and distributors coded by CSE (and by ERIE for newly-available tests) are as follows:

AAJE	American Association for Jewish Education, 101 Fifth Avenue, New York, New York 10003
AGS	American Guidance Service, Inc., Publisher's Bldg. Circle Pines, Minnesota 55014
AP	Association Press, 291 Broadway, New York, New York 10007
BMC	Bobbs-Merrill Co., Inc., 4300 E. 62nd Street, Indianapolis, Indiana 46206
BEM	Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas 66801
BERS	Bureau of Educational Research and Service, C-6 East Hall, State University of Iowa, Iowa City, Iowa 52240
CTB	California Test Bureau, Del Monte Research Park, Monterey, California 93940
CPS	Center for Psychological Service, 1835 Eye Street, N. W., Washington, D. C. 20006
CHS	C. H. Stoelting Company, 424 North Homan Avenue, Chicago, Illinois 60624
CDRT	Committee on Diagnostic Reading Tests, Inc., Mountain Home, North Carolina 28758
CPP	Consulting Psychologists Press; 577 College Avenue, Palo Alto, California
CU	Colgate University, Hamilton, New York
EDL	Educational Development Laboratories, Inc., 284 E. Pulaski, Huntington, New York 11743
EITS	Educational and Industrial Testing Service, P. O. Box 7234, San Diego, California 92108
ETS	Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540
EETSA	Educator's-Employer's Test and Services Associates, 120 Detzel Place, Cincinnati, Ohio 45219

EPS	Educator's Publishing Service, 301 Vassar Street, Cambridge, Massachusetts 02139
FPC	Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607
GA	Guidance Associates, 1526 Gilpin Avenue, Wilmington, Delaware
GC	Ginn and Company, 2550 Hanover Street, Palo Alto, California 94304
GTA	Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752
HBJ	Harcourt Brace Jovanovich, Inc., 757 Third Street, New York, New York 10017
HMC	Houghton-Mifflin Co., 53 West Third Street New York, New York 10036
IPAT	Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois 61820
LRA	Language Research Associates, 175 East Delaware Place, Chicago, Illinois 60611
LC	Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois 60616
M	Monitor, P. O. Box 2337, Hollywood, California 90026
MU	McGill University, Montreal, Quebec, Canada
OBL	Oliver and Boyd, Ltd., Tweeddale Court, 14 High Street, Edinbugh, Eh1 1YL; Scotland
PI	Priority Innovations, Inc., P. O. Box 795, Skokie, Illinois 60076
PC	Psychological Corporation, 304 West 45th Street, New York, New York 10017
PTS	Psychological Test Specialists, P. O. Box 1441, Missoula, Montana 59801
PA	Psychometric Affiliates, 1743 Monterey, Chicago, Illinois 60643

RGS	Robert Gibson and Sons, Ltd., 2 West Regent Street, Glasgow C. 2, Scotland
STS	Scholastic Testing Services, Inc., 480 Meyer Road, Bensenville, Illinois 60106
SRA	Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611
SEP	Slosson Educational Publications, 140 Pine Street, East Aurora, New York 14052
SMP	St. Martin's Press, Inc., 175 Fifth Avenue, New York, New York 10010
SUP	Stanford University Press, Stanford, California 94305
SVC	Steck-Vaughn Co., P. O. Box 2028, Austin, Texas 78767
TCP	Teachers' College Press, Columbia University, New York, New York 10027
UIP	University of Illinois Press, Urbana, Illinois 61803
UL	University of London Press, Ltd., St. Paul's House, Warwick Lane, London EC4, England
WPS	Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025
WHLRF	Winter Haven Lions Research Foundation, Inc., P. O. Box 1045, Winter Haven, Florida 33881
ZBC	Zaner-Bloser Co., 612 North Park Street, Columbus, Ohio 43214

	GRADES	PUBLISHER	NORMS
AFFECTIVE			
Temperament: Personal			
Early School Personality Questionnaire	1,3	IPAT	Available
California Test of Personality	1,3,5,6	CTB	Available
Personal Adjustment Inventory	3,5,6	AP	Not Available
Children's Personality Questionnaire	5,6	EITS	Available
High School Personality Questionnaire	6	EITS	Available
Temperament: Social			
Vineland Social Maturity Scale	1	AGS	Available
*Primary Academic Sentiment Scale	1	PI	Available
Early School Personality Questionnaire	1,3	IPAT	Available
California Test of Personality	1,3,5,6	CTB	Available
Personal Adjustment Inventory	3,5,6	AP	Not Available
Children's Personality Questionnaire	5,6	EITS	Available
Educational Development Series	5,6	STS	Available
Personality Rating Scale	6	EETSA	Not Available
High School Personality Questionnaire	6	EITS	Available
Attitudes			
*Primary Academic Sentiment Scale	1	PI	Available
Bristol Social Adjustment Guide	1,3,5,6	EITS	Not Available
California Test of Personality	1,3,5,6	CTB	Available
Educational Development Series	3,5,6	STS	Not Available
Personal Adjustment Inventory	3,5,6	AP	Not Available
*My Class	3,5,6	MU	Not Available
*Personal Values Inventory	5,6	CU	Not Available
Needs and Interests			
Inventory of Vocational Interests	5	PA	Available
Educational Development Series	5,6	STS	Not Available
Interest Inventory for Elementary Grades	5,6	CPS	Not Available
Cotswold Personality Assessment	6	RAS	Not Available
Devon Interest Test	6	OB	Available
Kuder General Interest Survey	6	SRA	Available

	GRADES	PUBLISHER	NORMS
COGNITIVE			
Reasoning			
California Test of Mental Maturity Short Form	1	CTB	Available
Pictorial Test of Intelligence	1	HMC	Available
Tests of General Ability	1	SRA	Available
Wechsler Preschool & Primary Scale of Intelligence	1	PC	Available
D[illegible]t Beginning First Grade [illegible]lligence Test	1	HBJ	Available

Reasoning (Con'd)			
Marianne Frostig Developmental Test of Visual Perception	1	FPC	Not Available
Metropolitan Readiness Tests	1	HBJ	Not Available
*Analysis of Learning Potential, Primary I	1	HBJ	Available
Early School Personality Questionnaire	1,3	IPAT	Available
OTIS Quick-Scoring Mental Ability Test (ALPHA)	1,3	HBJ	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	UPI	Available
California Test of Mental Maturity Long Form	1,3,5,6	CTB	Available
Kuhlmann-Anderson Test	1,3,5,6	GC	Available
Wechsler Intelligence Scale for Children	1,3,5,6	PC	Available
Lorge-Thorndike Intelligence Test Form 1	1,3,5,6	HMC	Available
Primary Mental Abilities	1,3,5,6	SRA	Available
*Anslysis of Learning Potential, Primary II	3	HBJ	Available
Culture Fair Intelligence Test	3	IPAT	Available
Kuhlman-Finch Tests	3	AGS	Not Available
Lorge-Thorndike Intelligence Test Form 2	3	HMC	Available
Henmon-Nelson Tests of Mental Ability	3,5	HMC	Available
Otis-Lennon Mental Ability Test	3,5,6	HBJ	Available
Educational Development Series	3,5,6	STS	Not Available
*Analysis of Learning Potential, Elementary	5,6	HBJ	Available
Cooperative School & College Ability Test	5,6	ETS	Available
Children's Personality Questionnaire	5,6	EITS	Available
Kulhman-Finch Tests - Test I	5,6	AGS	Not Available
Kulhman-Finch Tests - Test II	5,6	AGS	Not Available
Kulhman-Finch Tests - Test V	5,6	AGS	Not Available
High School Personality Questionnaire	6	EITS	Available
Primary Mental Abilities - Form 4-6	6	SRA	Available
Creativity			
Torrance Tests of Creative Thinking	1,3,5,6	GC	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	UIP	Available
Memory			
Steinbach Test of Reading Readiness	1	STS	Available
Wechsler Preschool & Primary Scale of Intelligence	1	PC	Available
Pictorial Test of Intelligence	1	HMC	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	UIP	Available
Wechsler Intelligence Scale for Children	1,3,5,6	PC	Available
California Test of Mental Maturity Long Form	1,3,5,6	CTB	Available

	GRADES	PUBLISHER	NORMS
LANGUAGE ARTS			
Language Construction			
Gray-Votaw-Rogers General Achievement Tests	1	SUC	Available
Wide-Range Achievement Test	1	GA	Available
*Test of Basic Experiences	1	CTB	Available
California Language Test	1,6	CTB	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	UIP	Available
Stanford Achievement Test	1,3,5,6	HBJ	Available
Durrell Analysis of Reading Difficulty	1,3,5,6	HBJ	Not Available
Iowa Test of Basic Skills - Long Form	3	HMC	Available
Gates-McKillop Reading Diagnostic Test	3,5	TCP	Not Available
Metropolitan Achievement Test - Language	3,5	HBJ	Available
Comprehensive Tests of Basic Skills - Language	3,6	CTB	Available
Iow Tests of Basic Skills	3,5,6	HMC	Available
SRA Achievement Series - Language	3,5,6	SRA	Available
Comprehensive Tests of Basic Skills	3,5,6	CTB	Available
Educational Development Series	3,5,6	STS	Not Available
Metropolitan Achievement Tests	3,5,6	HBJ	Available
Iowa Tests of Basic Skills - Language	5,6	HMC	Available

	GRADES	PUBLISHER	NORMS
MATHEMATICS			
Mathematical Concepts			
Metropolitan Achievement Tests	1	HBJ	Available
Gray-Votaw-Rogers General Achievement Tests	1	SUC	Available
Metropolitan Readiness Tests	1	HBJ	Not Available
*Stanford Early School Achievement Test, Level I	1	HBJ	Available
*Test of Basic Experiences	1	CTB	Available
*Analysis of Learning Potential, Primary 1	1	HBJ	Available
Cooperative Primary Tests	1,3	CTB	Available
Primary Mental Abilities	1,3	SRA	Available
SRA Achievement Series	1,3,5,6	SRA	Available
California Arithmetic Test	1,3,5,6	CTB	Available
*Analysis of Learning Potential, Primary 2	3	HBJ	Available
Educational Development Series	3	STS	Not Available
Stanford Diagnostic Arithmetic Test	3	HBJ	Available
Comprehensive Tests of Basic Skills	3,5	CTB	Available

Mathematical Concepts (Con'd)			
Iowa Tests of Basic Skills	3,5,6	HMC	Available
Stanford Achievement Test	3,5,6	HBJ	Available
Analysis of Learning Potential, Elementary	4,5	HBJ	Available
Kuhlmann-Finch Test - Test III	5,6	AGS	Not Available
Arithmetic Operations			
Wide-Range Achievement Test	1	GA	Available
Fray-Votaw-Rogers General Achievement Tests	1	SUC	Available
SRA Achievement Series	1,3,5	SRA	Available
Stanford Achievement Test	1,3,5	HBJ	Available
California Arithmetic Test	1,3,5	CTB	Available
Metropolitan Achievement Test	3,5	HBJ	Available
Stanford Diagnostic Arithmetic Test	3,5	HBJ	Available
Comprehensive Tests of Basic Skills	5	CTB	Available
Educational Development Series	5	STS	Available
Primary Mental Abilities	5	SRA	Available
Mathematical Applications			
Wechsler Preschool & Primary Scale of Intelligence	1	PC	Available
Wechsler Intelligence Scale for Children	1,3,6	PC	Available
SRA Achievement Series	1,3,5,6	SRA	Available
California Arithmetic Test	1,6	CTB	Available
California Arithmetic Test Arithmetic Reasoning	3	CTB	Available
Comprehensive Tests of Basic Skills	3,5	CTB	Available
Iowa Tests of Basic Skills	3,5,6	HMC	Available
Metropolitan Achievement Tests	3,5,6	HBJ	Available
Stanford Achievement Test	5,6	HBJ	Available
Cooperative Sequential Test of Educational Progress	5,6	ETS	Available
Comprehensive Test of Basic Skills Form 2Q	6	CTB	Available
Measurement			
Iowa Test of Basic Skills	3,5,6	HMC	Available
SRA Achievement Series	5,6	SRA	Available

	GRADES	PUBLISHER	NORMS
READING			
Oral-Aural Skills			
Gates-MacGinitie Reading Tests Readiness Skills	1	TCP	Available
Harrison-Stroud Reading Readiness Profiles	1	HMC	Available
Metropolitan Readiness Tests	1	HMC	Not Available
*Stanford Early School Achievement Test, Level I	1	HBJ	Available
Cooperative Primary Tests	1,3	ETS	Available
Durrell Analysis of Reading Difficulty	1,3	HBJ	Not Available
Cooperative Sequential Tests of Educational Progress	5,6	ETS	Available
Word Recognition			
Clymer-Barrett Prereading Battery	1	BC	Available
Gates-MacGinitie Reading Tests Readiness Skills	1	HBJ	Available
SRA Achievement Series	1	SRA	Available
Cooperative Primary Tests	1	ETS	Available
Metropolitan Achievement Tests	1	HBJ	Available
Metropolitan Readiness Test	1	HBJ	Not Available
Pre-Reading Inventory	1	ETS	Not Available
Primary Reading Profiles	1	HMC	Available
Steinbach Test of Reading Readiness	1	STS	Available
*Analysis of Learning Potential, Primary 1	1	HBJ	Available
*Southgate Group Reading Tests	1,3	UL	Available
California Reading Test	1,3	CTB	Available
Stanford Achievement Test	1,3,5	HBJ	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	UIP	Available
Durrell Analysis of Reading Difficulty	1,3,5,6	HBJ	Not Available
*Analysis of Learning Potential Primary II	3	HBJ	Available
Doren Diagnostic Reading Test of Word Recognition Skills	3	AGS	Not Available
Templin-Darley Tests of Articulation	3	BERS	Available
Wepman Auditory Discrimination Test	3	LRA	Not Available
Gates-McKillop Diagnostic Reading Tests	3,5	TCP	Not Available
Stanford Diagnostic Reading Test	3,5,6	HBJ	Available
*Analysis of Learning Potential, Elementary	5,6	HBJ	Available
McCullough Word-Analysis Tests	5,6	GC	Available
Reading Mechanics			
Gilmore Oral Reading Test	1	HBJ	Available
Riley Articulation & Language Test	1	HMC	Not Available
Wide-Range Achievement Test	1	GA	Available
*Southgate Group Reading Tests	1,3	UL	Available
Slosson Oral Reading Test	1,3,6	SEP	Available
Durrell Analysis of Reading Difficulty	1,3,5,6	HBJ	Not Available
Gates-McKillop Diagnostic Reading Tests	3,5	TCP	Available

Reading Mechanics (Con'd)			
Gates-MacGinitie Reading Tests	3,5,6	TCP	Available
Iowa Silent Reading Test	5,6	HBJ	Available
Stanford Diagnostic Reading Test	5,6	HBJ	Available
SRA Reading Record	6	SRA	Available
Reading Comprehension			
Cooperative Primary Test	1	ETS	Available
Primary Mental Abilities	1	SRA	Available
SRA Achievement Series - Form C	1	SRA	Available
Boehm Test of Basic Concepts	1	PC	Available
Cognitive Abilities Test	1	CTB	Available
Gray-Votaw-Rogers General Achievement Tests	1	TCP	Available
Lee-Clark Reading Test - First Reader	1	UIP	Available
Metropolitan Readiness Tests	1	HBJ	Not Available
New Developmental Reading Tests	1	HBJ	Available
Otis Quick-Scoring Mental Abilities Tests (ALPHA)	1	LC	Available
Otis Quick-Scoring Mental Abilities Tests (ALPHA Short Form)	1	HBJ	Available
Pictorial Test of Intelligence	1	HMC	Available
Primary Reading Profiles	1	HMC	Available
Pupil Progress Series Diagnostic Reading	1	STS	Available
Tests of General Ability	1	SRA	Available
Tests of General Ability: Inter-American Series	1	GTA	Available
Steinbach Test of Reading Readiness	1	STS	Available
Preschool Inventory	1	ETS	Available
*Analysis of Learning Potential, Primary I	1	HBJ	Available
Burnett Reading Series Survey Test	1,3	PC	Available
*Southgate Group Reading Tests	1,3	UL	Available
Illinois Test of Psycholinguistic Abilities	1,3,5	SUC	Available
Durrell Analysis of Reading Difficulty	1,3,6	HBJ	Available
California Test of Mental Maturity Long Form	1,5,6	CTB	Available
California Reading Test	1,3,5,6	STS	Available
Wechsler Intelligence Scale for Children	1,3,5,6	PC	Available
Gates-MacGinitie Reading Test	1,3,5,6	HMC	Available
Metropolitan Achievement Tests	1,3,5,6	CTB	Available
Peabody Picture Vocabulary Test	1,3,5,6	AGS	Available
Stanford Achievement Test	1,3,5,6	HBJ	Available
*Analysis of Learning Potential, Primary II	3	HBJ	Available
Iowa Tests of Basic Skills	3	HMC	Available
Educational Development Series	3,6	STS	Not Available
Nelson Reading Test	3,5,6	HMC	Available
SRA Achievement Series	3,5,6	SRA	Available
Stanford-Binet Intelligence Scale	3,5,6	HBJ	Available
Comprehensive Test of Basic Skills	3,5,6	CTB	Available
Lorge-Thorndike Intelligence Tests	3,5,6	HMC	Available

Reading Comprehension (Con'd)			
Durrell-Sullivan Reading Achievement Test	3,5,6	HBJ	Available
Slosson Intelligence Test	3,5,6	SEP	Available
Spache Diagnostic Reading Scales	5	CTB	Available
*Analysis of Learning Potential, Elementary	5,6	HBJ	Available
Iowa Silent Reading Tests	5,6	HBJ	Available
Cooperative School & College Ability Tests	5,6	ETS	Available
Primary Mental Abilities - Form 4-6	6	SRA	Available
Stanford Diagnostic Reading Test	6	HBJ	Available
Reading Interpretation			
*Analysis of Learning Potential, Primary I	1	HBJ	Available
Gates-MacGinitie Reading Test	3	TCP	Available
Nelson Reading Test	3,5,6	HMC	Available
Cooperative Sequential Tests of Educational Progress	5,6	ETS	Available
Stanford Diagnostic Reading Tests	5,6	HBJ	Available
Iowa Silent Reading Tests	5,6	HBJ	Available

	GRADES	PUBLISHER	NORMS
SCIENCE			
Scientific Processes			
SRA Achievement Series	5,6	SRA	Available
Cooperative Sequential Tests of Educational Progress	5,6	ETS	Available
Scientific Knowledge			
*Test of Basic Experiences	1	CTB	Available
Stanford Achievement Test	3,5,6	HBJ	Available
California Tests in Social and Related Sciences	5,6	CTB	Available
Metropolitan Achievement Tests	5,6	HBJ	Available
Educational Development Series	6	STS	Available

	GRADES	PUBLISHER	NORMS
SOCIAL STUDIES			
History and Civics			
National Achievement Tests	3	PA	Available
Educational Development Series	5	STS	Available
California Tests in Social and Related Sciences	5,6	CTB	Available
Metropolitan Achievement Tests	5,6	HBJ	Available
SRA Achievement Series	5,6	SRA	Available
Stanford Achievement Test	5,6	HBJ	Available
Geography			
Primary Social Studies Test	1	HMC	Available
Cooperative Sequential Tests of Educational Progress	5	ETS	Available
California Tests in Social and Related Sciences	5	CTB	Available
Sociology			
Test of Basic Experiences	1	CTB	Available
California Tests in Social and Related Sciences	5,6	CTB	Available
Application of Social Studies			
Iowa Tests of Basic Skills	3,5	HMC	Available
Comprehensive Tests of Basic Skills	5	CTB	Available
Metropolitan Achievement Tests	5	HBJ	Available

APPENDIX C

Resources: Evaluation Instruments

I. Publishers and Distributors

Industrial Relations Center, University of Chicago, 1225 East 60th Street, Chicago, Illinois 60637

Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois 60637

Sheridan Psychological Services, P. O. Box 837, Beverly Hills, California 90213

University Bookstore, Purdue University, 360 State Street, West Lafayette, Indiana 47906

Educational Records Bureau, 116 Maple Avenue Greenwich, Connecticut 06880

II. Reference Books

(a) The Sixth Mental Measurement Yearbook, edited by Oscar K. Buros.

Last published in 1965 by the Aryphon Press of Highland Park, New Jersey, the Mental Measurement Yearbook is a comprehensive listing of standardized tests and inventories within fifteen major classifications. These classifications range from personality and vocational inventories through the basic content areas of English, mathematics, and reading to assessment devices useful in measuring sensory motor and artistic talents.

As the title implies, this is the sixth in a series of books reviewing standardized instruments available today. A more current publication is being prepared.

(b) Mirrors for Behavior: An Anthology of Classroom Observation Instruments, prepared by Research for Better Schools, Philadelphia, Pennsylvania, 1967.

This anthology presents a compilation of twenty-six observational scales, described and analyzed as to their purpose and usage. The instruments are classified in terms of several broad dimensions, i.e., affective or cognitive systems, verbal or nonverbal communication, and subject of observation. Additional information concerning the method of data collection, the personnel needed to conduct observations, and uses reported by the author is also given.

(c) Textbooks: Measurement

Most textbooks dealing with the area of measurement provide listings of the more commonly used standardized instruments. A good example is Teacher Psychological Testing written by A. Anastasi and published by Macmillan, New York, 1968. Dr. Anastasi's book provides a means for individuals to both review the basic dimensions of testing and to avail themselves to numerous instruments and bibliographical references.

III. Educational Resources Information Centers (ERIC)

The ERIC centers form a national information system which collects, screens, organizes, and disseminates reports and materials at a nominal cost to users. Serving teachers, students, administrators, and researchers, the ERIC centers offer information in the following areas:

(1) disadvantaged--Dr. E. W. Gordon, Director, Teachers College, Columbia University, New York, New York.

(2) early childhood evaluation--Dr. L. Katz, Director, University of Illinois, Urbana, Illinois.

(3) reading--Dr. J. Laffy, Director, Indiana University, Bloomington, Indiana.

(4) social science education--Dr. Nicholas Helburn, Director, University of Colorado, Boulder, Colorado.

(5) science and mathematics education--Dr. R. Howe, Director, Ohio State University, Columbus, Ohio.

(6) tests, measurement, and evaluation--Dr. H. Dyer, Educational Testing Service, Princeton, New Jersey.

Further information on obtaining materials from the ERIC clearinghouse may be obtained from Title III agencies, State Education Departments, or the Superintendent of Documents, U. S. Government Printing Office (Catalog No. HE 5.212:12037-C, cost $.35).

IV. Research and Development Centers and Educational Laboratories

These organizations, funded under Title IV of the Elementary and Secondary Education Act, are involved in numerous activities concerning educational practices. Their products typically present innovative approaches and techniques and frequently incorporate devices for the specification and assessment of pupil behaviors. The centers and labs are as follows:

Appalachia Educational Laboratory
P. O. Box 1348
1031 Quarrier Street
Charleston, West Virginia 25325

Center for the Advanced Study of
Educational Administration
Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Center for Occupational Education
North Carolina State University
at Raleigh
P. O. Box 5096
Raleigh, North Carolina 27607

Center for Research and Development in
Higher Education
University of California, Berkeley
1947 Center Street, 3rd Floor
Berkeley, California 94720

Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

Center for the Study of Evaluation
University of California, Los Angeles
145 Moore Hall
Los Angeles, California 90024

Center for Urban Education (CUE)
105 Madison Avenue
New York, New York 10016

Central Midwestern Regional Educational Laboratory (CEMREL)
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Far West Laboratory for Educational Research and Development (FWREL)
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Learning Research and Development Center (LRDC)
University of Pittsburgh
160 North Craig Street (Administration)
Pittsburgh, Pennsylvania 15213

Mid-Continent Regional Educational Laboratory (McREL)
104 East Independence Avenue
Kansas City, Missouri 64106

Northwest Regional Educational Laboratory (NWREL)
500 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

Regional Education Laboratory for the Carolinas and Virginia (RELCV)
Mutual Plaza
Chapel Hill and Duke Streets
Durham, North Carolina 27701

Research for Better Schools (RBS)
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Research and Development Center for Teacher Education
The University of Texas at Austin
Education Annex 3.101
Austin, Texas 78712

Southwest Educational Development
Laboratory (SEDL)
800 Brazos Street
Austin, Texas 78701

Southwest Regional Laboratory for
Educational Research and Development (SWRL)
11300 La Cienega Boulevard
Inglewood, California 90304

Southwestern Cooperative Educational
Laboratory (SWCEL)
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

Stanford Center for Research and Development
in Teaching (SCRDT)
770 Welch Road
Suite 250
Palo Alto, California 94304

Wisconsin Research and Development Center
for Cognitive Learning
The University of Wisconsin 1404 R
1404 Regent Street
Madison, Wisconsin 53806

Information Office for Members of the Conference
for Educational Development and Research
775 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Division of Educational Laboratories
National Center for Educational Research
and Development (NCERD)
400 Maryland Avenue, S. W.
Washington, D. C. 20202

National Center for Educational
Research and Development (NCERD)
Information Office
Room 3153-C
400 Maryland Avenue, S. W.
Washington, D. C. 20202

National Center for Educational Communication
400 Maryland Avenue, S. W.
Washington, D. C. 20202